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ESTABLISHED 1875

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Through Eighty Years with the Journal of Education

By Donn W. Hayes

The Time Is 1875: Grant is President of the United States; Bartholdi is putting the finishing touches on the Statue of Liberty; "Aristides" is the favored entry in the first Kentucky Derby. In the educational world there is feverish activity at two institutions of higher learning, preparing to open their doors to students for the first time—Wellesley College and Brigham Young University. Although William Holmes McGuffey has been dead two years, the readers he began publishing nearly forty years before are still advertised, along with Ray's arithmetics and Gow's *Good Morals and Gentle Manners.*

For the first time in twenty-seven years readers of *The Massachusetts Teacher* do not see that familiar masthead in their mail boxes. Connecticut teachers look in vain for *The Connecticut School Journal* or *The College Courant.* Teachers in "Little Rhody" for twenty years have depended upon *The Rhode Island Schoolmaster's* chatty columns for news of professional interest. All four of these periodicals have combined to form the *New England Journal of Education.*

"Upon this foundation of four granite columns," writes the editor in the introductory edition, "with a sub base of the Northern New England States [*The Maine Journal of Education*] we propose to rear the *New England Journal of Education,* and we can only desire that the edifice, now to be erected, shall be worthy of the substantial character of its founders."

"Good Words from Leading Educators," a column intended to wish Godspeed to the new weekly, elicits comment from President Boyden of the Massachusetts Teachers' Association: "It promises to be just such a periodical as teachers have long desired to have, and one which will be a welcome present in the family." Dr. Philbrick of Boston adds, "I very cordially approve the plan of merging the several New England Educational Periodicals in one, and all the arrangements for the plan meet my hearty concurrence."

Effects of the Panic of 1873 are still felt and Editor Thomas W. Bicknell knows that teachers will think twice before paying the three dollars subscription price unless articles dealing with up-to-the-minute topics and written by well-known authorities are found in his columns. "Teaching in Answer to a Conscious Want," by Professor S. S. Greene of Brown University is just such an article. "Much valuable instruction is lost," maintains Professor Greene, "not because it is above the capacity of a pupil . . . but because he has no relish for it. He has never hungered for it. If taken at all, it is accompanied with an unfeigned disgust and followed by a mental dyspepsia."

Issues of 1875 do not neglect items from at home and abroad:

News of national interest: The United States is celebrating its centennial, but wounds of the recent War between the States have not entirely healed. General Sherman writes, "I believe that I can give a hearty welcome to anyone who fought in the South against us provided he promises never to do so again."

The international scene: "M. Gaston Tissandier, the only survivor of the ill-fated party, fainted and slept most of the time that the balloon [the "Zenith"] was in the extreme higher regions (24,000 ft.) so that little is known of that portion of their ascent."

May 6, 1880: Dr. William Greenleaf Eliot, Chancellor of Washington University, St. Louis, is cited as the "busiest man-of-all-work in St. Louis," and much of the remarkable growth of his University during the generation is due to his untiring efforts.

The question of teacher tenure is a burning issue, and the editor observes that the Emperor of Austria has decorated two school teachers for faithful service and generously pensioned them. "Cannot our republican governments learn a profitable lesson thereby?"

Superintendent Abner Phipps of Lewiston, Maine, answers the critics of corporal punishment: "I am a firm believer in the occasional necessity of corporal punishment . . . I have no sympathy with those who regard it as 'a relic of barbarism . . . '"

Harvard College *Treasurer's Report of 1885* states that $271.17 more has been collected this year than last. Pres. Eliot has announced a plan whereby a student can not only attend Harvard without a knowledge of Latin or Greek, but may even take a degree "with not a moment's attention to one or the other."

A reporter for the Central Illinois Teachers' Association says that Col. F. W. Parker's talk at the meeting, "was rambling, but contained many excellent things. . . . In his usual manner he ridiculed many time-honored institutions, especially grammar as taught in school. 'The doors of the school-room are blocked up by the infernal spelling-book,' and progress is hindered by old ideas."

January 9, 1890: President Small of Colby reports that there is no truth in rumors that college faculties are trying to prevent admission of students, but there certainly is "an excess of juvenile students in our colleges."

Bishop McQuaid speaks out against "Communism in the Public Schools . . . a system in which the lazy will enjoy the fruits of the industrious, or in which the division of property will indefinitely go on to afford the ruffian and the loafer means of sustenance."

Hot lunches for teachers should be encouraged. "The plan of which we have heard most frequently is something like this: The janitor furnishes tea, coffee, or cocoa, or hot water for the making of these . . . every teacher bringing her own lunch. The dishes are cared for by the janitor's wife. . . . Often one warm dish is provided each day. . . . The expense is slight and the plan has in many cases proved most satisfactory."

September 19, 1895: Chicago schools are so crowded that over 20,000 children are now on half-day schedules. "Eternal vigilance and prompt appropriations are needed."

Mathilde Coffin of Detroit suggests that fourth grade teachers base the numbers lesson on the Great Lakes. For example, "The area of the Great Lakes is 98,100 square miles. The area of Lake Superior is 33 1/3 per cent of the area of the Great Lakes, less 1,300 sq. mi. Find the area of Lake Superior."

Abstracts of G. Stanley Hall's course of lectures at Clark University Summer School are being published for the benefit of readers. His theme: "Child Study, Youth, and the New Education."

January 4, 1900: "Is Melvil Dewey Nervous?" He has tendered his resignation as executive officer of the Regents of the University of the State of New York. The editor suspects that constant criticism, which it was assumed Dewey has thrived on, has begun to make him nervous.

Of interest to science teachers: "The latest wonder of the world is liquid air. . . . As long ago as 1890 a small quantity of liquid air was produced and its temperature noted."

A faithful reader, M. H. Burnham, suggests that the best way to retain a foreign language is to subscribe to a newspaper printed in that language, and to read the Bible in that language.

January 19, 1905: THE CAMBRIDGE PLAN. "While we hear much of the Batavia plan it is probably no more influential than the Cambridge Plan which starts all the first grade children in one division and early in the school year selects the quick pupils, places them in a group by themselves (A-division), and has them accomplish all the first grade work, and one-half the second grade work, while the slower division accomplishes the regular work of the first grade. This B-division is promoted to form the second grade of the next year, but the A-division goes directly to the third grade to form its B-division."

The editor admits that George Gay's four articles, "Opinions Concerning High School Athletics," may have been written with tongue in cheek, but denies that it took "cheek" to publish them. "View number one" on the matter of control over athletics is thus expressed: "What control? That is an easy one. Such control as will secure victory for the teams. . . . The number of trophies won and displayed where every pupil in the school can see them every day is the measure of your wisdom in managing your high school athletics." But the second viewpoint—that of Rev. Dr. Slaymaker—is at variance: "Matters are going from bad to worse. . . . [The athlete] is, so far as I can discover, the leader and promoter of everything that is disreputable . . . puffs cigarette smoke in my face . . . hoots and toots like a wild Indian from Idaho . . . a very child of Satan."

A late plea from Jane Addams, writing from Hull House on child labor. She wishes to enlist the support of American school teachers in her crusade for legislation against child labor in factories.

With the War with Spain brought to a successful conclusion, and wholesome educational influences on the march now, it is gratifying to observe that "Cuba enjoys the honor of being the only country in the world whose school teachers outnumber its soldiers by 700."

December 15, 1910: BALTIMORE SCHOOLS JEOPARDIZED: "Baltimore is the city of holy terrors at this time. . . . Supt. Van Sickle . . . has never had a bed of roses . . . and the entire 1,700 elementary teachers, led by their president, Miss Laura W. Mainster, are in the worst possible state of insurgency. Before this gets in type any kind of an explosion is possible."

Conditions are brighter in Illinois: "There is a new high school building, a beautifully and admirably equipped institution such as Peoria never saw before. The women teachers are exceptionlly enterprising, as is in evidence in their elegant Teachers' Clubhouse . . . and it is typical of their professional spirit."

Joseph Bartley, writing from Burlington, Vermont, on the topic, "Smoothing the Path of the Beginner in Latin," recommends that a student "master all declensions and conjugations as he comes to them, or they will master him. Let him learn the meaning of every word in the vocabularies, as if he would never have the opportunity to see it again . . . Following these simple suggestions . . . he will find Latin one of the most practical and interesting studies."

Guy Potter Benton, until recently President of Miami University, has been elected to the presidency of Boston University. He succeeds Dr. William E. Huntington.

The new catalog of Ginn and Company "is a remarkably informing and interesting volume of 500 pages."

April 8, 1915:

"The schoolmaster whether of high or low degree, may as well cut out the cigarette first as last, for he will ultimately have to do it . . . Several Legislatures have started an anti-schoolmaster cigarette crusade and though the bills may be killed this year they will merely slumber."

Superintendent Fred Hunter of Lincoln, Nebraska, proudly announces the organization of two Departments of Vocational Guidance—one for boys and one for girls. Each teacher who heads these departments now teaches only three hours a day and spends all the rest of the time in this new endeavor.

Also on the vocational theme, Miss May Allinson of Boston's Women's Educational and Industrial Union, points out that women now monopolize stenographic and typewriting positions. The wage scale is much higher than that of the better industries, averaging eleven dollars per week.

The *Journal of Education* has received intelligence concerning collections in the schools for the "War Children's Relief Fund." "The public schools ought not to be used for collections of any kind, is our view of the case. We are well aware of the sophistry which says that the public schools should encourage generosity, and should appeal to the sympathies of the children, but more sure are we that all such appeals are liable to be morally dangerous."

January 29, 1920:

***"OH, WHY"* — A Poem by William F. Kirk**

Oh, why should the teachers sit out in the bleachers
When up in the grandstand is where they belong?
We owe a concession to this great profession
And while we withhold it our system is wrong!
Their firm hands are leading the youth of the nation,
Their keen minds are guiding young minds on their way,
And if duty well done deserves fair compensation
Why are not our school teachers getting more pay?
Ten splendid instructors in any great college
May earn, in the aggregate, annual pay
Which yields them as much for their wisdom and knowledge
As a heavyweight prizefighter earns in one day!
Dear Taxpayer, answer this question by action—
This question that cries for an answer from YOU;
If rewards come to such as give most satisfaction,
Why are not our school teachers getting their due?

Professor Paul H. Hanus is retiring from the Department of Education at Harvard. Eleven of his most popular addresses will be bound, but thus far no suitable title has been found.

NOTICE: "Simplified spelling no longer has the sanction, either official or tacit, of the Modern Language Association. . . . Its use in the association's publications was abandoned recently . . . it offended some of the members."

ADVERTISEMENT: Horsford's Acid Phosphate will cure Brainfag and Mental Strain.

Dr. Haney, Director of Art in the high schools of New York City, explains the value of art teaching in public schools. He maintains that art is not for the few but for the many. If we expect to raise standards of appreciation we have to begin early. "One cannot change, materially, the taste of a people already grown up. To effect these standards one must begin with the children in the public schools."

January 8, 1925:

Dr. Lemuel H. Murlin is retiring as President of Boston University. One of his last acts was to confer the degree of Doctor of Laws upon Mrs. Calvin Coolidge.

The Educational Forum is a new department in the columns of the *Journal*, and one in which teachers will find items of general interest. "Colby College . . . will fill its college residences with girls who will not care to smoke. . . . Yale's new school of dramatic art is practical to the extent of the erection of a magnificent theatre. . . . South Dakota is seventh in agricultural products."

"Did you know that the average offspring of the graduates of Harvard, Yale, Wellesley, and Bryn Mawr is less than one child per marriage and at the same time the Bohemians of lower New York have an average of seven per marriage?" For more details don't miss R. C. Clark's article, "Biology's Contribution to Education."

October 6, 1930:

Albert E. Winship, Editor of the *Journal of Education*, has been recognized for his pioneer efforts in adult education from 1875 to 1883 by President Edmund James of the University of Illinois. Dr. James' new book, *History of University Extension*, contains references to Mr. Winship's work in Somerville, Massachusetts.

The use of visual aids in the Boston Public Schools has developed for over thirty years. All schools have been equipped with 35 millimetre projectors, the narrower film being rejected since fewer satisfactory pictures were available.

"Why Physical Education?" J. E. Rogers of the Playground and Recreation Association of America declares, "The public schools are responsible for physical literacy as well as mental literacy. Health and character are leading objectives in the type of physical education advocated. Modern conditions necessitate playgrounds and other substitutes for the bucksaw and its kindred implements for bodily development."

April 15, 1935:

"Dripping Daggers" is the name of a street club of Boston juvenile delinquents. Stealing a car is required for membership—and driving it through traffic at eighty miles an hour. "Between the free schools which carry young people only

so far before dropping or losing them, and the business world which balks their efforts to find employment, today's youth fares badly. No wonder it refers to itself as 'the unwanted generation.'"

The elementary schools of Laramie, Wyoming, are concluding two years of experimentation in "Report Cards without 'Marks.'" A smooth-working plan has resulted.

Perth Amboy, New Jersey, has "one of the most liberal arrangements in force anywhere in the United States" in dealing with teacher absences. Absence may be excused on account of death in the immediate family, because of personal business or pleasure, on account of court subpoena, illness, quarantine, for visiting days, for attendance at professional meetings, and for accidental injury. (Line forms at the right!)

By popular request Editor Anson W. Belding will continue to insert "Winshipisms." Samples: "No teacher was ever overstocked with common sense. Nor anyone else." "A teacher may be as wise as Solomon and as faithful as Moses, yet his wisdom and fidelity shall avail him nothing if he pleases not the committeeman."

September, 1940: "The summer months of 1940 will go down among the most tragic in human history. Independent nations like Norway, Denmark, Holland, Belgium, and France have been reduced to vassalage. England has become the name of a battle. The British Empire a scene of backyard conflict. While Germany and Italy thus assail the plucky Britons, Soviet Russia devours adjacent small countries and Japan cloaks its further aggressions under the false disguise of a Monroe Doctrine for Asia."

If your school doesn't have a "Toybrary," Frank Rich of Paterson, New Jersey, suggests that you and your fellow teachers build up a kit-loan collection so as to have materials at hand for various activities.

"Exponents of 'progressive education' . . . have received a setback in Colorado. More than one thousand Colorado teachers believe that 'the newer' education is cheapening the general quality of the education process; that education is being made too easy; that pupils do not have enough discipline in the school and the home, and that the school is spending too much time in trying to educate the 'whole' child, mentally, physically, socially and emotionally . . . ."

February, 1945: Known as "The Circuit rider of American education," A. E. Winship was born one hundred years ago. He was editor of the *Journal of Education* for forty-six years—from 1886 until his death in 1933.

This is the sixteenth year of the American School of the Air—"The World's Largest Classroom." The National Board of Consultants is headed by Dr. William C. Bagley. Lyman Bryson, Director of Education for CBS, cooperates with the board in planning each year's series.

Columns of the *Journal* are crowded with articles concerning returning soldiers, such as "Accrediting the Service Man" or "When the G. I. Returns to Teaching" and "Can Schools Teach the G. I. Way?" Allied military government is supervising the preparation of new textbooks for German youngsters. They have fine illustrations and are non-political.

December, 1950: "Teaching in Little Hell," an article by Charlotte Kwiat, tells what her first teaching experience in the Chicago slums was like. "Robberies and rapings occurred frequently and were considered good clean fun by the participants . . . The children of the slums are not only products of broken homes, but of broken schools."

Roger Penn Cuff, writing from Central Michigan College, traces the history of the traveling library. In 1907 the first horse-drawn book wagon traveled from Washington County Free Library in Hagerstown, Maryland, to country homes and stations. The first bookmobile was established in St. Clair County, Michigan, in 1936.

Brooklyn has been nominated as "the city with the sloppiest speech," but "Ypsilanti, Mich., Atlanta, Ga., Chicago, Ill., and Hollywood" are close behind it, according to Linguaphone Institute of America. "A sonorous rejoinder" comes from the Society for the Prevention of Disparaging Remarks about Brooklyn which points out that New Yorkers and even Bostonians have speech shortcomings!

The Time Is 1955: Old issues remain. Overcrowded classrooms make the half-day schedule necessary, as was true in 1895. Good teachers today, as in 1875, leave the profession because of inadequate pay. Juvenile delinquency, critical twenty years ago, remains high on the list of national problems. Strikes and "insurgency" which made headlines at the turn of the century may be set in bold face type on tomorrow's front page.

New issues confront us, but who can say that these—educational television, expanding college enrollments, or Federal aid to education—will be resolved, or will continue to demand our attention when the *Journal of Education* observes its centennial?

The *Journal* is more than a history of American education since 1875. It epitomizes our society. It is the story of a nation with a vision, blurred at times, but not incapable of accomplishment. The message of President Buckham of the University of Vermont, which gave the *Journal* its theme is as timely today as when published in volume one, number one: "Let us all resolve that our children shall start life with a better education than we had. The opportunities are better now than when we were children."

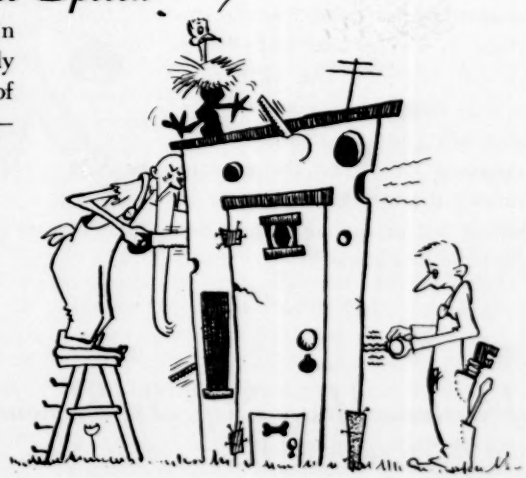
In the Lighter Vein

Over the years a good many items in the *Journal of Education* might well qualify for inclusion under some of the headings one is accustomed to seeing in current periodicals. Although no conscious effort has been made to elect the choicest snippets, the following may be worthy of nomination:

Understatement of the Year (1880): A new book, *Nana,* by Emile Zola has just been published. "The demand for this book in Europe has been very large. It is a decided sensation."

The Old Refrain (1875): "A. T. Kinney resigns the position of principal of the schools at St. Albans (Vermont) because of the inadequacy of the salary paid him."

Toward More Picturesque Speech (1875): Several school children in Nashua, New Hampshire, are critically ill because of the unsanitary condition of "earth-closets" adjacent to the schools—"the matter will bear ventilation."



Plugging the Product (1885): "Our attention has been called to the fact that an article on the subject of Pencil Sharpeners . . . was liable to misconstruction . . . and that some of the statements might be supposed to refer to the Sibley Pencil Sharpener advertised in our columns. . . . We wish distinctly to disclaim any such inference. We have repeatedly testified to the great merits of Sibley's Sharpener . . . and our knowledge of it has been obtained by actual use during the year."

(Continued on next page)

New Recipes for Old Complaints

(1885): "To kill the taste for alcohol," use brown quassia in a pint of vinegar. "Take a small teaspoonful of this in a little water when the liquor thirst comes on violently."

Tall Stories

(1890): So many Lima beans have been raised in Ventura County, without benefit of rain, that the only way they can be threshed is by driving two buggies over them.

It's a Woman's World

(1880): President Angell of the University of Michigan reports one woman in the student body pursuing a degree in mining engineering. (1905): Woman was designed to be the ruling sex in industrialism. "Man, like the Indian, is dying out, and being driven out. . . . The birth rate among the female occupations is increasing and the death rate decreasing. It is just the reverse among the males. . . . Society is dying out at the top. It is a crystal maze of glass houses, where no occupant dares cast the first stone."

Pardon, Your Slip Is Showing

(1890): California is very large—158,000,360 square miles.

Grin and Bear It

(1940): "Mother," said little Mabel, "they are going to teach us domestic silence at school now."

"Don't you mean domestic science?" inquired her mother. Then father interrupted. "There is a bare hope our little girl means what she is saying."

Adult Education–The Schools' Concern

By Willis H. Reals

Two-fifths of our adults, according to the polls, express an interest in further education. Undoubtedly, many more would develop an interest if facilities to meet their needs were close at hand, yet only one or two percent of our adult population are enrolled in classes in typical public evening schools. The rank and file of public school personnel, either from indifference or lack of understanding of the value of adult education, fail to encourage and support it. It can be a powerful influence for community betterment and school improvement. The schools cannot afford to neglect it even in their own personal interest. What adult education can mean in the community is documented in the records of two cities in different states.

A Tale of Two Cities

To avoid identification of these cities, the fictitious names of Springvale and DePaul have been given.

Springvale, with a population of approximately 80,000, is located in a mid-western state which tries to encourage public school authorities to engage in adult education by authorizing the expenditure of public funds for that purpose. The schools in that city did nothing for adults, but about fifteen years ago an enterprising young man in the local YMCA saw the need and began a program, first in the YMCA, where it continued until those quarters were inadequate, when he requested and received permission from the schools to conduct regular classes in the school buildings. The program continued to increase in popularity until the leader moved to another city. His departure marked the end of it. The community is no better, and no worse, than it was before.

The second city, DePaul, presents a far different story. It has a population of about 5,000 and is located in a mining section of a state whose constitution prohibits the use of school funds for adult education. It is a poor community with few, if any, cultural advantages. The movement there too, was spearheaded by a layman, in this case a woman who had grown up in the town many years before. The daughter of an outstanding family, whose father had been physician and mayor for years, she married and moved to a far western state. After several years, she and her family returned, but she was not there long before she grew as impatient as Ulysses when he returned to Ithaca after the Trojan War to find his subjects had remained just as he had left them many years before. In the meantime, he had become a much wiser and more ambitious man. But she, who had also become much wiser and more ambitious, unlike Ulysses, did not leave her community; she remained and tried to do something about it.

She was especially concerned that the women seemed contented and happy, engaging day after day in the usual household tasks and small town gossip. She wanted to get them outside of themselves and outside the physical and mental confines of the place. She began by organizing chartered bus trips to the art museum, the symphony, the legitimate theater, and the other cultural activities of a large city 40 miles away. A little later she approached the adult education division of a university in that city to secure its help and cooperation, and together they worked out a plan. Immediately a bus was chartered one evening a week to take a group to the university campus to attend evening classes. Soon one evening was not enough and buses were chartered for two evenings. Later, the bus company found it profitable to arrange its regular schedule and route so that people could attend university classes on any evening.

During that time the university co-operated still more by sending instructors to conduct regular university classes in DePaul. A few other classes were organized independently by the community using public school teachers and community leaders. By this time the woman who led the movement and who was conducting it almost single-handedly, decided that it would be more successful and more certain of continuing, if more became involved in its administration and leadership; so eventually an adult education council was formed. In only a few years there had developed an extensive and popular program. Considerable community pride developed, and there began a movement to improve its recreation and other facilities.

During all this time, the school authorities offered no encouragement, in fact, they were indifferent and even discouraging. They refused the use of their buildings; so classes had to be held elsewhere, in a community recreation building that had once been used by the employees of certain shops, in church basements, and even in homes. Later, however, through the persistence of the council, the high school building was opened and local teachers were engaged to teach typewriting, home economics, public speaking, mathematics and other elementary and high school subjects. This community succeeded only because of its outstanding leader and the organization which she had perfected over the years. She knew if the program was to develop and continue, it must not depend upon any one person, but upon widespread community participation.

(Continued on next page)

Springvale is like DePaul in only one respect, the indifference of the local school officials. What was done in both cities was done only because of the lay leadership. Springvale is much as it has always been. DePaul, because of its leadership and the extent of its involvement, is not the same. Just an ordinary small town fifteen years ago, it was, in January of last year, one of eleven cities in the United States to receive the All-American City Award in a contest sponsored by the National Municipal League and *Look Magazine*. That award was given for noteworthy city action directed toward improvements in government, schools, housing, welfare, and other important areas of civic activity. Although its progressive march was sparked by a switch to a council-manager type of government, the basis of this was a different community, inspired, no doubt, by its adult education activities.

These two communities are examples of many, both large and small, where the public schools have surrendered their leadership to others. DePaul, however, in spite of the lack of co-operation from the schools, developed such an outstanding program that its influence was shown everywhere. It presents an interesting story, but only one of several that could be cited to show what adult education can do for civic betterment. These cities are examples also of many where public schools seem unconcerned with what goes on in the community after their doors close in the afternoon.

Why Are They Not Concerned?

School men and women are unconcerned because traditionally teacher-training institutions themselves are unconcerned about adult education. They have prepared their graduates to teach children and youth, not adults. Very few departments or schools of education in their undergraduate programs offer any opportunities for the study of adult education. In the few that do, the teacher preparatory program is usually so full and demanding in its degree, professional and certification requirements, that it is impossible for the student to elect a course in adult education. Teachers are certificated to teach in elementary or secondary schools—never the adult school. If it happens later that one is asked to conduct an adult class, it is assumed that his previous training has been adequate.

Another reason, equally as significant, for lack of concern, is the fact that an adult class is an extra assignment in the evening, a fringe activity, and compensated for on that basis, almost never, if ever, the same as for regular teaching assignments. Consequently, adult education fails to carry prestige and significance in the minds of public school teachers and administrators.

If, added to this, we find educational administrators without a feeling of community responsibility or a knowledge of the values to the schools from their participation and leadership in adult education, little will be done.

Values in Adult Education

There are four important values that can result from adequate adult education programs, all of which are reasons why the public schools should be promoters and leaders in the movement. These values are: 1) better parents; 2) better support; 3) better teachers; and 4) a better community.

Better Parents

Someone has said, if you want to educate a boy, you must begin with his grandparents. The school cannot do much with the grandparents, but it can do something with the parents.

The school's influence on children is conditioned in not a small measure by the type of homes from which they come. To this, all will agree. They will not all agree that there is much that schools can do about it. At one time, the schools thought they could, and high schools offered courses in preparation for home and family life. It was hoped and believed that these would be popular and make for improvement of the American home. They were never popular, and for very obvious reasons, primarily because adolescents were not interested.

Some very sensible advice in this regard was given by Samuel Butler in *The Way of All Flesh*. He was giving only the advice of such educational philosophers as Rousseau and Pestalozzi before him when he said, "Never learn anything until you have been made uncomfortable for a good long while by not knowing it; when you find you have occasion for this or that knowledge, or foresee you will have occasion for it shortly, the sooner you learn it the better." Adolescents are not uncomfortable by not knowing much about parenthood, they have no immediate occasion to use such knowledge, nor do they foresee they will have occasion for it for a long time. Today's problems are what are important, parties, other social activities, and preparation for college or a job. Although all hope sometime to marry and establish homes, they are not pre-occupied with those things, and certainly, preparation for them does not seem at all necessary. The few who have taken such courses have derived little from them. To realize the need for that training, or to profit from it, maturity and experience are necessary. So, for parent education and preparation for home life, as for many other things, we must wait for education after the period of formal schooling is over, when the problem *is* vital.

The school has an opportunity then to affect family life in the community. It can offer to adults who are parents or expect soon to be, courses or other programs in such fields as foods, family budgeting, interior decorating, sewing, hygiene, and child growth and development. Instruction in these fields can be supplemented by an educational program for the Parent-Teacher Association, far more significant than most of them are today. By improving family life, and the homes from which its pupils come, the school can do its own job of educating children better.

(Continued on page 20)

Getting Ready for Grade Four

By Esther Mack

Gerald is nine years old and entering grade four. In this grade he will encounter one of the crucial transition points in his educational career.

In the fourth grade he will be expected to read with understanding, social studies and science textbooks filled with factual material and heavily weighted with details. Fresh from primary grade experience with the easy narrative content of basal readers, Gerald will be asked to acquire a greatly expanded general vocabulary and to master the special difficulties of several technical vocabularies. Familiar words will take on new meanings. Even under expert teaching, many new concepts and understandings can come to Gerald only through the medium of the printed page. He will be expected to assimilate, recall, and use this knowledge. He will need skill in distinguishing main ideas, in following the author's pattern, in recognizing fact and opinion. If he is asked to find information in sources other than his textbooks, he will need to know how to handle an index and table of contents, to skim for pertinent information, to discard irrelevant details, and to evaluate material he has found.

Gerald's teacher will help him develop these skills in direct training lessons. She will follow up these lessons with many practice exercises, and she will see to it that Gerald has reason to use these skills in purposeful learning situations. If during the primary grades Gerald has mastered the fundamentals of reading, that is, if he has gained independence in word attack, he can be helped to acquire the skills necessary for successful achievement in the intermediate grades. Nevertheless the curriculum in grade four will present many problems to Gerald even if he can read well.

But Gerald can't read—even a primer. And Gerald is bright. With an I. Q. of 132, he should be destined for a successful academic career and a position of leadership. Whether or not he realizes his potentialities may depend on what happens to him in grade four. Under the present educational set-up, Gerald's only recourse is remedial tutoring. With hundreds of other youngsters in like predicaments, Gerald has turned for help to a summer reading clinic. These clinics diagnose the reading difficulties of such children and make a start on correcting their confusions.

Meeting the Emergency

Gerald happened to enroll in the Reading Circle Clinic at the State College of Washington, where we are especially interested in helping children who are unprepared to handle middle-grade reading. During the past summer we gave preferred enrollment to children who are to enter grade four in the fall and concentrated on giving training in word analysis skills.

Gerald must have these word analysis skills before he can take one forward step in grade four. He should have acquired them in the primary grades. There may be many reasons for his failure to do so. Inadequate teaching is not necessarily implied when children fail to gain proficiency in word attack during the first three years. But inadequate teaching is very much to blame when children's deficiencies go unrecognized and uncorrected and the resulting confusions are compounded in the middle grades.

No miracles can be accomplished in four weeks of remedial tutoring, and Gerald's case was difficult. The confusions of three years had left him without a shred of self-confidence. In spite of the Binet I. Q. of 132, he estimated himself as "pretty dumb." During the diagnostic testing, his confusion was so great that almost every word created a block. His knowledge even of beginning sounds was rudimentary. His sight vocabulary was almost non-existent. He pretended to "read" by guessing blindly. His emotional reactions to his failure were severe. Each attempt at oral reading ended in tears.

During the tutoring period, Gerald's self-esteem was repaired to a considerable degree. Initial reading practice was given through a modification of the Fernald method. (2) When Gerald had acquired a sufficient sight vocabulary, a beginning was made on word analysis skills. Perhaps the Fernald method succeeded with Gerald where other attacks had failed because it was completely new to him and because it operated through his interests. With the help of his tutor, Gerald made up stories about the rabbits he was raising. Every time he used a new word, his tutor wrote it for him, breaking it into syllables. Gerald traced the word, pronouncing it by syllables as he did so. A file of the words was kept. Each story was typed on a primer typewriter and reviewed the next day. If Gerald had forgotten any of the words, he traced them again. For testing retention, his tutor wrote new stories using the words in a different context.

On the basis of the words thus acquired, training in word analysis was begun. For example, Gerald had used *pellets* in his stories about rabbits. From this known word he was ready to study other words that start with the same sound. In this way, he worked with all the initial consonants, learning to recognize the sounds and to write the letters that represent these sounds. Some of the blends were attacked in a similar manner. A beginning was made in studying changing word forms (such as, *feed-feeding*), and the substitution method was used to make new words from known word parts. Quick recognition of word parts and whole words was developed in a variety of word

games. By the end of the four-week tutoring period Gerald had learned seventy new words and felt much better about himself.

He is by no means ready for grade four, but his needs have been identified and further help is assured. At least to this extent, Gerald is one of the lucky ones.

An Ounce of Prevention

But clinic services are limited. At best they are emergency measures which reach all too few children. The most effective help we can give children like Gerald is to meet their problems in the developmental reading situation—the classroom—before they reach grade four. If we agree that the period spent in the primary school is largely concerned with developing independence in word attack, we must examine the program in an attempt to discover ways of strengthening this period. Two concepts accepted as basic to administering a successful primary reading program are (1) a thorough understanding of the readiness period and (2) an awareness of the sequential development of word analysis skills.

In planning the readiness period we need to use the very best methods of developing readiness skills and to recognize and interpret the signs which tell when these skills are really being used. It is imperative that the child have at his command two basic skills: auditory and visual discrimination. Development of these skills is one of the principal reasons for the readiness period.

There is no lack of materials of instruction in these areas. In fact, it is the task of the teacher to cull from the quantity available those which actually give practice in the two fundamental skills. A good visual discrimination exercise, whether commercially prepared or devised by the teacher, aims to give children the ability to see likenesses and differences in *words*, not in rabbits, clowns, or cows. A good auditory discrimination exercise helps children to identify sounds in spoken *words*. Of course, perception in both skills may be initiated through observations of gross differences in objects and sounds, but the ultimate objective is to distinguish *went* from *want* and *thin* from *tin*.

The information which reading readiness test scores give must be thoughtfully charted by the teacher. What is the best program for David whose auditory discrimination score is at the 60th percentile and whose visual discrimination score is at the 20th? All too often the Davids are started in a formal reading program which for them means starting on the tragic path to confusion and failure. If, instead, these children were given additional training in visual perception either in an extended readiness period or concurrent with beginning reading, many remedial reading cases would be prevented.

When the area of word analysis is reviewed, the importance of readiness in the whole sequential pattern is clearly seen. Each new skill is based on the preceding one and success in each is dependent on the degree to which the underlying skill has been mastered. For example, the child who knows that *mother*, *moon*, and *mackerel* all start with the same sound is ready to learn that these words start with the same letter. Then, when he meets the new word *match* in context we can expect him to use his knowledge of beginning sounds, together with context clues, to identify the word. From this basic understanding of beginning sounds, the first grader develops familiarity with the letters of the alphabet. Now is the time for him to learn, through a variety of devices such as alphabet games, the order of the alphabet and so to acquire the first of the dictionary skills. Until a child has had successful experience in using consonants and blends, vowels should not be formally presented. The principles of syllabication cannot be developed until the pupil understands how vowel sounds operate in words.

Because of the strongly sequential nature of the development of word analysis skills, we must have accurate measures of progress at each stage of this development. More precise analysis of reading ability than that gained from standardized test scores is essential for detecting weaknesses and making plans for corrective teaching. Through listening to oral reading and using a check list of difficulties like that devised by Durrell (1), the teacher can ascertain what skills a child uses and which one he lacks. She can learn what methods of word attack a child has at his command to unlock the third-grade vocabulary. Does John use only beginning sounds, Peggy ignore word endings? Does Philip show any ability in combining sounds into words? The more we know about how a child reads, the more efficiently we can build his program and catch mis'earnings as they develop.

Even with the most conscientious teaching some children do not progress through the primary program in the three-year span which we have allotted. There is reason to believe that many of them, if identified, would profit from intensive and, if necessary, prolonged study of the skills. This point of view is well expressed by Kottmeyer (5) when he says:

"I venture therefore to suggest that we would find it profitable to move children through the primary skill levels at their individual rates, never using material written to develop skills beyond their level, and, when they are within a half year of entering the middle grades, to regroup those who will not achieve the final level. These children should, I believe, be taught by the most competent teachers. They should be organized into relatively small groups. Their learning program should stress the language-arts skills to the extent of neglecting many supplementary activities."

It would appear then that one of our most serious concerns in the total reading program centers on helping children negotiate the transition from primary grade reading to the program in grade four. Adeptness in the use of word analysis techniques is basic to success in learning the many new skills required in intermediate grade reading. Through better understanding of the systematic development of the word analysis skills and more precise appraisal of learning in these skills, we may prevent many serious reading disabilities. Locating at the middle of grade three those

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Education in the Congo

By Phyllis L. Benner

All my teaching experience has been in the schools of the Belgian Congo. Most of this time has been spent in one school in Leopoldville, the capital city, but I have had a chance to observe and help in several schools in the lower Congo and Kwango area.

For many years there were no public schools in Congo, and the colonial government was committed to the way of religious schools in the training of the Congolese.

To have public schools is a new idea. The first ones were established in 1948 in the major cities of the country. This last year the first "lay" schools for the Congolese were established. I know of only one, and that is in the city of Leopoldville itself. There is little possibility that these schools will increase greatly the next few years. There is not enough money.

The church schools cannot begin to take care of the children and young people of the country. So far most of the schools that exist are on the primary level, and great emphasis is placed on bui ding schools to train competent workmen in the fields of carpentry, masonry, agriculture, etc. There are very few secondary schools, and it was not until last year that the first college or university was established. Only eleven students could be found to attend. A very few Congolese students are in school in Belgium. But, aside from these few, the young people of Congo have had very limited chances of learning.

Our problem has been to approximate the public school, in seeing that all subjects are taught well, that all pupils (who can be squeezed into limited accommodations!) are taught without prejudice, that good buildings and equipment are provided, and that qualified teachers are available.

The government provides the schools with an outline of what is to be taught in each grade and class. The books are the responsibility of each school, and comparatively few are available. The teaching is always in at least two languages, French (which is the government language) and the main native language of the area. In Leopoldville we teach in three languages, French (which is begun officially in the second grade, but numbers are taught partially in French in first grade), Kikongo (which is the native language of about 80% of the families of our part of Leopoldville. Kikongo is one of the four main languages of Congo, and is used in the schools in both the lower Congo and Kwango areas), and Lingala (the trade language of the area up and down the Congo River. Most of the government people speak this language.) Books are usually available in French, but each area must build up a library in its own language field. Kikongo has been used since the first work was begun in schools in 1878, and quite a wide selection is now available. Lingala is a very limited language, and has a very limited selection of books.

For the most part it is the churches and missions which build the schools. They work with very limited budgets, and have much of the medical work and all of the church work to do, too. As a result there are not nearly enough schools in the country. There is never enough room in the schools of an area for all the children who want to attend and who ought to be there. There is no thought of requiring school attendance. There would be no place for all the children.

". . . the millions of Congo young people living full lives are the prizes to be gained."

It is easy, in a situation like this, to limit places in school to those children who are connected with the church or mission. Some basis for choice and selection has to be developed. Many do not have a chance to learn because they do not have the right family connections. In the present situation of very limited accommodations in school very little can be done to rectify the situation.

Working with limited budgets and small staffs hampers the building of adequate schools and the gathering of needed equipment. The government helps with much of the present building. In the past the Catholic Church received great help in their educational work, while the Protestants, as foreigners, received none. This has been changed, but still much of the money comes from outside the country. The

native church itself pays for a great deal of the education of its young people, but its resources are limited.

As a result many buildings are old and outmoded, others are wholly inadequate to their task. Quarters are always crowded. And equipment never begins to reach the standard it should.

The most acute problem is the training of native teachers. The shortage of secondary schools means that most teachers have only primary education before beginning teacher training. In the past most of the teachers have been trained on the spot by missionary directors. Some are so fortunate as to attend four years of normal school. Others have a two year period of training. At best this leaves many gaps in their preparation and understanding, and puts a great burden on the supervisors. These supervisors are more often than not in charge of several schools.

The school budgets do not provide for adequate salaries for qualified teachers, and in the past most of the trained teachers have left for government and company work.

It is an overwhelming job. And no area has begun to approximate the ideal. As a result wrong ideas of school and learning have developed.

were a part of the life of the people. They have put that away for the more serious task of earning money and gaining position in society.

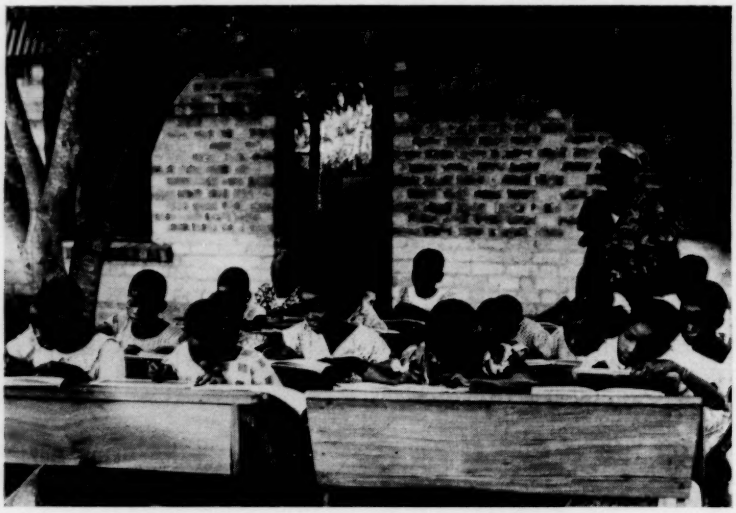
Our schools must reach the homes, that all members of the family may grow with those who are in school. The fathers and mothers, the grandfathers and uncles must learn that school does more than prepare for the gaining of money. The homes must learn and use other incentives and reasons when they send their young people to school.

The schools must adapt their methods to reach all students, not just those who are adept at learning long lists (for much of the teaching in Congo is memory work alone).

Money making as an incentive must be minimized. It gives a very distorted view of school and life. The world and the art of living in it is bigger and broader than money.

"Class" motivation must be eliminated. Education is not a steppingstone to a higher place or a different class. It should be with all and for all.

Reading as an art and pleasure must be emphasized. This means more books and libraries. Not just books of facts and rules, but literature. The fun of



"The most acute problem in the Congo is the training of native teachers."

The present motivation for school and school attendance is very limited in its scope. The benefits of school come in the future, when you make money, become a member of the class of the educated few, and escape the class of those who have to work.

Learning is a hard laborious process, with one end in view, economic advancement. Reading is not for recreation, for learning, for the fun of it or for the joy of knowing. It is serious business. Everything in a book is regarded as true facts.

Learning for the love and joy of it must develop. The schools must change their ways of drudgery and seriousness. The subjects learned in school must reach out to the use of leisure time. In former times games, discussions, crafts, dramatics, art, music, all reading and learning about life is still unknown.

Present methods of teaching must be revolutionized. Rote memory, drill, lecture, homework from first grade on, and all like methods must go. The sounder methods of learning by doing must grow.

The motivation of pupil, parent, and teacher, and even of the whole of society, must broaden to include all aspects of life.

This will not come in a day, nor a year. It will be a struggle. The handicaps of the lack of public schools, books, adequate buildings and equipment, and good teachers are very great. The incentive is even greater. It is the making of a new country, and the millions of Congo young people living full lives are the prizes to be gained.

Evaluative Criteria of Instructional Skill

By J. Hartt Walsh

"SNOOPERVISION." Miss Smith needed some supplies from the storeroom for her third and fourth grade children. The school was a small frame affair in the rural area of Western Wisconsin. It had four teachers in 1923, including the principal. As she went to the door and quickly opened it, there was a resounding crash, a loud grunt, confusion, and two red faces. As Miss Smith hurried to the storeroom the principal picked up his tall stool and with a newly acquired limp shuffled off to his office. He had been "snoopervising" Miss Smith's teaching through the transom.

Over the years there have been many techniques and devices (administrative, curricular, psychological and questionable) for making teaching more effective. There have also been many titles given to those charged with responsibility for improving classroom instruction, such as inspectors, supervisors, demonstration or master teachers, and consultants.

MODERN CONCEPT. The modern concept of improving classroom instruction is to *make good classroom teaching better* with self-help materials, by the dissemination of the results of scientific research and developments in learning and teaching, and through the consultative services of specialists in instructional improvement who are not restricted by the arduous and demanding program of the classroom teacher. The latter services are predicated on the old hypothesis and truism that two heads are better than one and that perhaps a detached and impersonal perspective might reveal areas for instructional improvement that proximity to the job naturally conceals.

GENESIS OF THE CRITERIA. The accompanying list of evaluative criteria of instructional skill was originally developed in the summer and fall of 1942 by a group of civilian educational consultants attached to a large war-time military school of the then Army Air Forces Technical Training Command. All of the consultants had had considerable school experience at all grade levels, in most subjects, and in many capacities as teachers, administrators, supervisors, counselors and college professors. The group included specialists in educational psychology, methods of teaching, public speaking, supervision of instruction, and several academic areas; all held a master's degree and about half had earned doctoral degrees. The criteria have been revised and refined several times in the intervening years.

The following objectives were used as guides in the original preparation and subsequent revisions of the criteria.

1. Identify and outline in capsule form those fundamentals considered as essential elements of effective classroom teaching.
2. Base the list on accepted educational and psychological theory, research and practice.
3. State the questions as objectively as possible and in positive rather than negative form.
4. Organize and arrange the criteria to serve as:
   a. A guide for teacher self-improvement.
   b. An aid in lesson planning.
   c. An instrument for the evaluation of instructional skill by consultants.
   d. A guide for cooperative planning by the teacher and consultant so as to improve the teacher's professional skill in the classroom.

The criteria have been classified under teaching and speaking factors; there are other factors, of course, but this list and classification seemed to include most of the significant elements identified with successful performance in the classroom.

ESSENTIALS OF EFFECTIVE TEACHING. There are two basic ingredients in successful teaching: *What* to teach and *How* to teach; there are other essentials of effective teaching but these two are absolutely indispensable. One cannot teach in an academic vacuum. It is absurd to assume that one can be an effective teacher if he does not know the subject he is teaching. It is equally absurd to aver that one can be an effective teacher if he does not understand the ways by which a child learns. The successful teacher must also be able to identify and interpret for the child those forces which impinge upon the learner and the learning situation. But knowledge of the subject and of the theories of learning and teaching are not enough in themselves. (It is axiomatic, of course, that one should possess them before he is appointed to a teaching position.) The final test of teaching competence is revealed in the classroom.

IMPROVING TEACHING. Any yardstick of instructional skill should have as its primary purpose the continuous improvement in classroom performance. The evaluation or measurement of teaching skill at a particular time is secondary and has value only insofar as it indicates growth in teaching skill, or the lack of it. A cumulative file of periodic evaluations may reveal personnel, teaching, and staff needs and/or reassignment problems.

Any list of teacher performance factors should be used as a part of the cooperative planning and im-

provement program in which the consultant serves as a resource person bringing to the classroom teacher an extra pair of eyes and hands, with new ideas and suggestions. The approach and relationship should be friendly, cooperative, positive, dynamic and progressive, not negative, repressive, and impersonal which was often too true in the days of the inspector and supervisor.

The most effective use of these criteria is in classroom visitation and the evaluation of the teaching observed. Arrangements for visitations should be made in advance by mutual agreement between teacher and consultant. Visits prompted by an invitation from the teacher are indicative of a desirable rapport between consultant and teacher. Visitations should be carefully planned, should be periodic, and should be sufficiently long to make possible a satisfactory and adequate appraisal of the teaching observed.

Suggestions by the consultant for improving teaching skill should be specific as to the criterion, as well as to that phase of the lesson to which the criterion applies. A rather detailed report of the consultant's observations and suggestions should be made in duplicate and a copy left with the teacher. These should be discussed with the teacher in a conference following the visitation, or at most in a day or two. These evaluations of teaching skill should become the basis for future visitations by the consultant, and as a basis for practice by the teacher between visits.

The *process* of improving teaching skill in service through a series of classroom visitations and evaluations is much more important and significant than a status evaluation report of a single visit. A friendly, cooperative, helpful attitude on the part of the consultant will eliminate or minimize the inspectorial and/or teacher-rating potentialities of this (or any similar) device, and will stress improvement in instructional skill as the objective of the observation-evaluation. But improvement can be achieved only in terms of tangible specifics and not in terms of vague and glittering generalities and platitudes.

THE CATALYTIC AGENT. The teacher is really a catalytic agent. He is *the* element in the classroom that can make it possible to translate or transmute the knowledges, understandings, skills, purposes in books, courses of study, and activities of the classroom into meaningful learning experiences for boys and girls. The final measure of the successful and effective teacher is the skill with which he performs in the classroom and applies his knowledge in practice. These evaluative criteria of instructional skill are an attempt to help the teacher and consultant improve the quality of work done by the teacher. The manner in which these measures of instructional skill are used, however, and the rapport and freedom of easy communication between teacher and consultant will, in the last analysis, determine their success in achieving the purpose for which they were developed. They are, after all, only a device or an aid, but they have worked successfully in practice.

EPIGRAM. There is a Chinese proverb which declares that "a load of books does not equal one good teacher." An effective instructional improvement program makes good teachers better and in the words of Sir William Osler, "No bubble is so iridescent or floats longer than that blown by a successful teacher." "A teacher affects eternity," said Henry Adams; "he can never tell where his influence stops." And President T. R. Roosevelt left this challenging admonition: "If you teachers do not do your work well, this nation will not outlast the span of one generation!"

TEACHING FACTORS

1. **PLANNING**—Does the instructor's work show planning and preparation according to these criteria?
2. **OVERVIEW**—Does the instructor give an overview of the lesson, topic, or unit before presenting it to the pupils?
3. **CONTINUITY**—Does the instructor relate each presentation to previous work and to units or topics that are to follow?
4. **APPLICATION**—Are facts, theories, principles, understandings and skills applied or related to the lesson or topic through generalizations and specific examples?
5. **DRILL**—Is drill intensive, organized, varied and limited to short periods?
6. **REVIEW**—Are important facts, skills and principles reviewed periodically?
7. **QUESTIONING**—Are questions relevant, clear, brief, definite, adapted to class level, directed to an individual, and limited to important concepts, principles, facts, and skills?
8. **EVALUATION**—Does the instructor determine the degree of mastery (with short tests, pre-tests, etc.) of important concepts, skills, and facts — and re-teach those not mastered?
9. **PARTICIPATION** — Does the instructor provide for that pupil activity and participation conducive to effective learning?
10. **DEMONSTRATION (and Instructional Aids)** — Is effective use made of charts, graphs, films, models, maps, radio, TV, or demonstration equipment, the blackboard, et cetera?
11. **SUMMARIZATION** — Does the instructor summarize the material presented (topic lesson and/or unit)?
12. **ASSIGNMENT** — Is the assignment *directed*, clear, complete and definite? Is attention directed to key or important principles, ideas, theories, facts, figures, dates, etc.?
13. **"HOMEWORK" AND NOTEBOOKS**—Are notebooks, workbooks, and homework based on sound educational principles and practice, and are they carefully reviewed periodically by the teacher for the purpose of clarifying concepts, facts and understandings, and of correcting errors?
14. **PURPOSES**—Do the students know where they are going and why? Are the specific and general objectives of a topic or unit and of the subject clear?
15. **INSTRUCTIONAL PROCEDURES**—Does the instructor "stay on the beam," and avoid irrelevant and confusing materials and procedures?

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Schools—Not Monuments

By Robert D. Snyder

In 1948 three little old-fashioned schoolhouses, one and two room buildings with outmoded plumbing and inadequate teaching facilities, were replaced with a streamlined five room building for the first consolidation of one-room schools in Saint Louis County. At the time of consolidation, construction costs were at a high level, and the newly organized Board of Education was faced with the problem of limited funds.

The Superintendent and the members of the Board of Education cooperated wholeheartedly with proposals of the architects (Wischmeyer and Lorenz of Saint Louis, Missouri) to provide maximum space for a minimum cost. The result was the Mason Ridge School, a pioneer in radiant heating by means of pipes in the floor slab, and in the use of exposed wood beams and decking on the ceilings. The building was designed for community use as well as school use.

These innovations paid off in rapid construction (the ground was broken in March and the building was occupied in September) and in low unit costs. The initial program called for four classrooms, kindergarten, and a multi-purpose room with a kitchen. The building was designed for future additions, and in 1950 four classrooms and an audio-visual room were added and the kitchen was enlarged.

Accent on Economy

By whittling away all unnecessary ornamentation, the school was designed to fit the budget. What resulted was a simply-planned building of pleasing functional lines. It has wide window areas and red shale brick walls with concrete block backing, the block exposed on the interior. The floors are covered with asphalt tile over poured cement containing radiant heating pipes.

The most unusual feature of the building is the rambling layout which provides a nucleus of entrance hall and a principal's office, with a kitchen and auditorium-cafeteria in one direction, the kindergarten in another, and a long corridor with classrooms extending in the other direction. Although the building follows the familiar design pattern of double loaded corridor, bilateral lighting was made possible through a dropped corridor height. The outside walls of the classrooms are nine feet in height, but their ceilings slope up toward the walls of the corridor to a height of twelve feet, three feet above the corridor ceiling line. The three foot area between the corridor roof and the classroom roof was glassed in to provide additional light.

This method of obtaining additional even light within the room was arrived at after a series of studies which the architects conducted in a test school. At the time of construction the architects were consultants for the Saint Louis Board of Education, and the L'Ouverture Branch School in Saint Louis was used as a laboratory for experimenting with new materials, methods, and plans currently suggested for school construction.

As a result of the thorough studies, the architects decided that transparent glass provides the best light for the Saint Louis area where many days are gloomy. They also developed transom-like window areas on the side of the room opposite the main windows. The studies revealed that individual student lockers (for elementary schools) were not as desirable as the old fashioned "cloak closet," where wet coats can hang on pegs all day to dry.

All of these discoveries, which give cost savings as well as better service, were incorporated in the Mason Ridge School. The transparent glass in wood sash is comparatively inexpensive, the sloping roof eliminates cubage at the outer wall, fluorescent lighting fixtures were at minimum cost, and cloak rooms were cheaper than lockers.

The pattern of costs, however, is more distinctive. The total cost of the building was $139,182 (not including land, equipment, and architectural fees), or $8.00 per square foot and 64c per cubic foot. This figure included eight 25′ x 31′ classrooms, a 25′ x 36′ kindergarten, a 25′ x 40′ audio-visual room, a 40′ x 60′ multi-purpose room, offices, teachers' room, kitchen, toilets, and storage space.

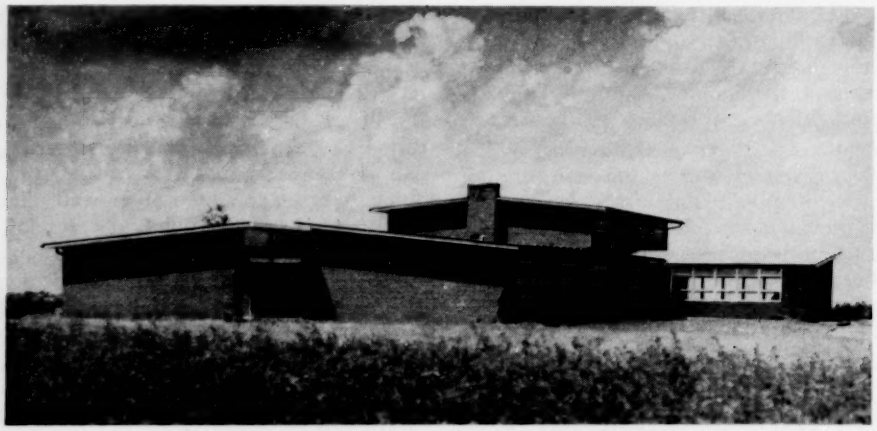
To complete the picture, the building was equipped with light-finished movable furniture, the walls were finished in light cheerful colors, and the multi-purpose room was equipped with modern in-wall cafeteria tables. The ten acre site, well adapted for school purposes, is picturesquely located in rural surroundings. Several acres of the rambling playground were given an all-weather surfacing. A large crescent-shaped drive leads to the main entrance of the building and easily accommodates the busses that daily transport ninety-nine percent of the two hundred seventy-five students attending the school. Carefully planned landscaping has added beauty to the already pleasing functional lines of the building.

This pleasing and artistic setting, plus a capable teaching staff, has created a most desirable educational environment. Perhaps one of the most significant occurrences that have resulted from the new building has been the birth of a new community. The building now serves an area previously served by several little red schoolhouses. A consciousness of unity among the residents of the area has developed where none existed except in a very limited way.

Durability and "Preventive Maintenance"

Saint Louis has the reputation of being a conservative area. Consequently, most of the school architecture has been along conservative and monumental lines. Since the Mason Ridge School was the first low-cost contemporary building in the Saint Louis area, there was naturally a great deal of interest and speculation regarding its endurance. The writer, having had first hand experience with the building, feels that after six years of service from the building a brief evaluation would be of value to administrators and Boards of Education facing building problems with limited budgets.

It took careful planning to get an adequate building for $8.00 per square foot. The building was designed and built to meet the educational needs of the community; likewise, it was built for efficient, economical operation. It was not constructed with the traditional idea that it should stand for fifty or seventy-five years. Rather, it was constructed at a minimum cost for the purpose of providing maximum utility within a twenty-five year period. Approximately twenty-five per cent of that time has elapsed and it is fair to say that the building shows little evidence of deterioration.



This is the original building as it appeared in 1948. Notice the dropped corridor ceiling that provides bilateral lighting for each classroom.

Proper maintenance, irrespective of initial costs, determines the length of service of any building or piece of equipment. The present condition of the Mason Ridge School reflects the benefits resulting from a proper "preventive maintenance" program conducted by a competent custodial staff. The Board of Education realized the job was not finished when the new building had been completed. The Board was aware of the fact that low-cost construction might conceivably create problems not found in more costly construction. Therefore, a systematic preventive maintenance program was initiated at the outset. A successful preventive maintenance program depends largely upon careful selection of personnel to do the work. Frequently, busy administrators give too little time and personal attention to the selection of the custodial staff. This is a mistake for several reasons that may reflect upon their reputation as competent administrators. First, failure to provide good maintenance is basically contrary to the principles of good education. Second, taxpayers frequently form their opinions about a school system or a superintendent or a school board from the general appearance of a single school building. Third, the superintendent must remember that slovenly custodians, by their individual acts, can undermine and endanger the good public relations it has taken years to build up.

Too often, Boards of Education approach maintenance and repair problems with an overly great emphasis on the difficulty of finding the necessary funds. They are content to do a minimum job which will keep teachers and principals quiet. A better approach would be to follow the example of industry, which holds that repairs should be principally preventive and should be made with conclusive economy clearly proved in every instance.

Regardless of the size of the school system, the repair program should become an integral part of the long range plant planning. The first consideration should be the educational service combined with the safety and comfort of children and teachers. All cleaning, repairing, and repainting should be planned with the idea of using present-day standards to make the school building more acceptable and a happier place to learn and to teach.

Low-cost construction and proper maintenance have enabled the Mason Ridge District in Saint Louis County to keep abreast with rapidly increasing enrollments. The district has followed the pattern of many fast growing and semi-rural areas. Young families are moving out of the cities into rural areas where educational facilities have been at the barest minimum level. Demands from these new parents for more equal school services for rural, as well as urban children, have been followed by assumption of responsibilities for these services by administrators and Boards of Education sensitive to contemporary needs and probable future expansion of facilities.

Give Them the Tools

By Frank H. Blackington III

Educators have, through the course of years, located a variety of objectives which they have regarded as valid. One must assume that these objectives reflect a felt need within their society and moreover reflect the value of those who hold them. Inasmuch as the public school is a social institution, sponsored and supported by society, it is natural and right that educators should be concerned with the formulation of objectives that are in harmony with those of our society or at least with those of an articulate group within that society.

It is a difficult task to evaluate our evolving society and determine our objectives in concrete form. Too often, having accomplished this task, we falter and our efforts are marked by our failure to realize these objectives in a significant manner—goals that are universally stated in terms of meeting the needs of youth or in the recognition of these needs. The determination of one's objectives, though essential, is only part of the educational problem. An infinitely more demanding aspect of the problem is one of articulating and actuating a program which offers some possibility of realizing them.

In the area of the social studies it has been commonly recognized that there is an obligation to teach the youth how to live with other human beings and to prepare them for critical, democratic participation in society. These broad goals are certainly a large order for any school system let alone the individual social studies teachers. To realize them to any significant degree necessitates the development of concepts which define the nature of the individual and thus his relations with institutions, other individuals and society as a whole. This certainly is a challenge to the secondary school teacher.

My first reaction was that of despair. How could these objectives be realized in any degree in a United States History course? Should I maintain a hit or miss policy, hoping that amid the cacophony of ideas, characters and events in the passing parade of American history there might somehow be a crystallization of these concepts and development of logical patterns of thinking in the minds of my students? Should I develop a unit that dealt with the identification of reality which would provide a useful tool for approaching problems and decisions but might well threaten confusion and despair due to the abstract nature of the subject?

Fortunately I remembered the things I had seen accomplished in some European schools while stationed there. At that time their accomplishments had given rise to the speculation that our own students could achieve much more than was demanded of them. Taking courage from these almost forgotten observations and speculations regarding European education, I decided to embark on a unit of elementary social philosophy.

The class selected for this unit consisted of 19 juniors from Marshfield High School, Marshfield, Massachusetts. Their scores on the California Test of Mental Maturity ranged from 95 to 137 on IQ and from 80 to 141 on the language factor.

The unit was to consist of an examination of three major schools of thought – atomism, organicism and corporatism. The problem of method became immediately apparent. Due to the lack of appropriate written material available, it was decided that the lecture-discussion method was the only feasible plan of attack. The students were encouraged to forget their own opinions of what reality, the individual or society was. The main job was at this time to understand as fully as possible each philosophical position. They were assured that there would be plenty of time to tear the different positions apart when we evaluated them.

Each school of thought was studied separately and the class was encouraged to unobtrusively examine their environment for indications of attitudes that typified the particular philosophy under study. In class the philosophies were developed by treating their concepts of the individual and his role in regard to society, the state, freedom, will, property, contract, and other human beings.

In an effort to make the unit seem more practical each student was assigned three short essays in which they were to develop their concept of family life under atomism, organicism and corporatism. The family was chosen as a prime example inasmuch as it was the social institution with which they, as individuals, had had intimate experience. It was theorized that if these philosophies could be successfully applied to the life of the family they could then be expanded to embrace any number of situations. This proved to be the case as, for example, the class was quick to spot the lack of logic in the position of the businessman who would demand a high protective tariff and in the next breath demand that government stop meddling in the affairs of business with the pious affirmation that it was a threat to the American way of life.

One of the major evaluative instruments was a slightly modified version of a test prepared by Professor Barnett of the Boston University School of

Education. The test consisted of 79 questions of a true-false and matching nature to be completed in 40 minutes. Some sample questions are inserted here with those in parentheses being regarded as true.

(1). Social theories are theories of individuality.

(4). In the organicist view, there is nothing human, nothing of value outside the state.

(9). The atomist believes that the real is the particular; the organicist maintains that the real is the universal.

22. Organicism views freedom and authority as inherently opposed to each other.

(30). One of the fundamental issues involved in the contemporary controversy over the meaning of democracy is whether human nature is to be conceived as independent of society or conditioned by society.

(49). Laissez-faire economics is the economic side of the theory of social atomism.

(51). According to the corporatist, the choice is not between control and no control but between forms of control.

(54). Individuals are both ends and means in the corporatist view.

(55). The corporatist maintains that there is an inevitable moral consequence to every human act.

(63). As defined by the corporatist, freedom is attained only when individuals have access to the objects necessary to achieve human goals.

This test was administered with some misgivings on my part amid interested and friendly speculation of some associates who felt that discouraging results would be obtained. My expectations were exceeded when the scores ranged from 60 to 98 with a class median of 79. The scores recorded are, of course, but a limited means of identifying the success of the unit. Nevertheless, the essays and class discussions when coupled with the test results do offer considerable evidence of success. More subjective, but still maintaining a measure of validity, were the many partially recognized but hitherto inarticulated inconsistencies within the students' immediate and non-immediate environment that came to the surface. One example of this was the observations of students who knew some self-appointed champions of "rugged individualism" who insisted that their children seek a particular education and profession. Many students became very much aware of the inconsistency of those who claimed that wars and depressions were inescapable and then preached that anyone who wanted to work could be a success. Due to a somewhat crowded school condition several students were interested in the question of federal aid to education and wondered how one could logically defend state aid and attack that of a federal nature.

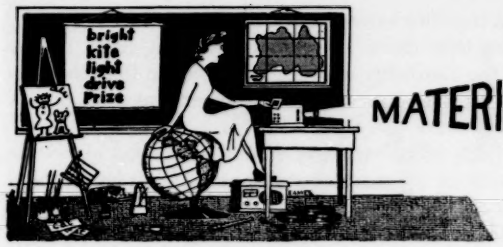
I could proceed with a host of examples demonstrating the students' growing ability to recognize inconsistencies in private and public thought. This ability is, of course, essential in developing logical positions. A variety of opinion was often evident and the class was quick to spot the faulty logic of one of their members. Convenience as a policy was recognized as a dangerous pitfall when they saw themselves often endorsing an atomistic posture on one issue while struggling to shore up their defenses of an organicistic opinion on another. The class interest was electric in nature and the students felt a sense of accomplishment in reaching a degree of understanding of a previously unexplored area. Surely it was felt that here was a tool for examining themselves and their actions, the actions of other individuals and groups on a personal, national and international level.

We are living in a "How to do it" world. In our concern to master our physical environment we often forget that this mastery can only be fully realized when the know-how is balanced by the know what and why. Human beings are a part of that environment and it is essential that we spend some time in the school helping the student to master himself and thus determine his relationships with other humans and objects of their creation within his natural environment. We must encourage our youth to stop feeling their way through life. They must be taught to think—to know what they are doing and why they are doing it. We adults continually exhort our young to further efforts by telling them that the future of the world depends upon them but we send them out into the world with precious few tools to do the job.

This unit is not offered as a panacea for the social studies teacher but does suggest an approach to the creation of a usable instrument for living in and judging the contemporary world. It was a big step toward the building of a philosophy of life for all the members of that class. The enthusiasm of the class amply demonstrated a felt need. Its accomplishments served notice on those who would water-down high school courses or belittle the abilities of the average American student that they could not stray further from the truth.

I can conservatively report that it was a worthwhile and exhilarating educational experience.

OUR cover picture shows the school boat (not school bus) picking up pupils at Nelson Island, British Columbia, to be taken to school at Blind Bay. There are many scattered settlements with no roads in this region and the Department of Education arranges for boat transportation to and from school. One of the Department's rules is that each child must wear a life belt while on the school boat, notwithstanding that the children are more at home afloat than ashore. The picture comes to us from Mr. A. David Rogers, a photographer and free-lance writer, specializing in marine and architectural subjects. We thank Mr. Rogers for his interesting picture and also Mr. Ralph Ianuzzi, Associate Editor of The Rudder *in which a similar picture appeared. How would you like to go to school by boat all year round?*



MATERIALS

Two of the several ***Elementary Science Kits*** on the market each provide an aid for busy teachers. Some of the common materials used in those experiments come from home, but all vital and special apparatus is included. Each has a fine book of experiments with careful directions for doing more than 144 experiments or demonstrations.

The Science Kit, 204 Dexter Street, Tonowanda, N. Y. (about $35)

The Stansi Science Kit, 1231 N. Honore St. Chicago 22, Ill. (about $42)

Send for ***Map and Nature Publications,*** a catalogue of the publications available at The American Museum of Natural History, New York 24, N. Y.

They also publish the magazine *Natural History*, for adults, and *Junior Natural History* for the elementary school classroom.

A few items from the *Publications:*

The Big Tree and its Story, 33 cents
Dinosaurs, 60 cents
How Old is the Earth? 50 cents
Drama of the Microscope, 28 cents
Star Legends Among the American Indians, 53 cents
The Origin of the Dog, 55 cents
Chart of Indian Tribes of N. A., 5 cents
Chart of the Beaver House, 5 cents

The Atom Goes to Sea, a timely film on submarines powered by atomic furnaces, is a 12-minute black and white 16 mm. sound picture, free from General Electric. Ask the Schenectady office for a folder on this and other teaching aids. There is a mailing office near you that you need to know about. Incidentally, educational films now go through the mails at the *library book rate*, about 40 cents, round trip, 200 miles for an average film.

Telephone Films, 33 of them, can be shown without charge on your own equipment, or, equally without charge, by an operator from your local telephone company. (This applies in New England, probably does in many areas too.) Some of these are for upper grades and high school. A notable lower grade film is the famous *Telezonia,* a film with animated dolls on telephone courtesy. *Music In Motion, Mr. Bell,* and *A Hurricane Challenge* are grand. Call your local telephone office.

Scoreze, a new mechanical device for helping to speed up the correcting and scoring of tests, also gives a profile of student achievement automatically. Write to California Test Bureau, Los Angeles 28, California for more information and samples.

Current Science and Aviation is one of the *My Weekly Reader* family, so needs no shouting about its worth. Send for sample kits to American Education Publications, Columbus 16, Ohio, for this weekly grade 7-12 (and for teachers in elementary grades!) magazine. $1.40 a year, single copies, special, and really much lower, rates for groups.

Being distributed by the National Science Teachers Association in their Packet Service to members is a booklet by Cities Service called *Service.* High quality magazine paper, color on cover and with many illustrations, it is a picture of one great segment of business—the petroleum industry. Some titles of articles: "Radar Hits the Road" tells how those men in blue tell you were doing seventy; "Transplanted City" shows how to move a city from Houston, Texas, to Dhofar in the Middle East; "The Kid on the School Bus" tells about the 7,000,000 youngsters who ride to school every day, and the dangers of carbon monoxide poisoning. A campaign to bring this danger to the public has appreciably reduced deaths from this cause. Write to SERVICE, 703 Ring Bldg., Washington 6, D. C., for a copy.

Coronet Films, Chicago, announces the release of its new 1955-1956 catalogue of ***16mm sound motion pictures for educational use.*** It is available without charge to schools and other training institutions.

The 96-page, four-color catalogue describes 603 teaching films, most of which are available in full color as well as black-and-white. These are presented in logical sequence from films for kindergarten and the primary grades through the intermediate grades and high school—including special mention of desirable films for use in teacher-education, other college courses, and for adult education.

Film listings include a brief description and the length of each subject, the subject areas and grade levels in which each film may be used most effectively, and identification of the educational collaborator.

A complete alphabetical listing of all Coronet films, with page reference to the descriptions in the catalogue, appears in the back of the book.

A free copy of the four-color 1955-1956 catalogue of the largest group of up-to-date educational films in natural color or black-and-white may be obtained by writing to Sales Department, Coronet Films, Coronet Building, Chicago 1, Illinois.

They announced the release in March of a series of five new 16mm sound motion pictures designed to introduce the instruments of the band and orchestra to young people.

Adult Education . . .

(Continued from page 8)

Better Support

Increasing enrollment, with consequent demands for more buildings, more equipment, and more teachers with higher salaries, makes the problem of financing the public schools a very difficult one. Although schools will continue to look to the federal and state governments for support, the major portion must remain local. School officials must continue to go to the public for permission to maintain or increase tax levies and to issue bonds.

Other forces are developing to compete for the tax dollar and one of the most powerful of these is, perhaps, the large group of our older citizens. Life expectancy today is slightly over 68; it was 47 at the turn of the century. Those over 65 constitute about one in twelve of our population. The number of the needy aged on the old age assistance rolls and the increasing number of older persons forced to retire relatively early and feel discarded, could very easily constitute a serious political bloc. There are many organizations of older persons on the local, state and national levels. On the local level are such organizations as, "Experience Incorporated," and "60-plus groups." There are many local groups of retired teachers. In one large city is an organization of over 500 retired school employees. On the national level is the organization for retired civil service employees, having branches in every large city. There is now being formed a group of "Senior Citizens"—nationwide. Townsendites have been heard from before. They may be heard from again, for there are now many organized groups that could join them.

The school, serving well the needs of boys and girls, should not find it difficult to secure support and cooperation from the parents of those who attend school. Childless couples, however, and those with children in private schools, are not apt to be so enthusiastic. But a school which is community centered, with its facilities widely used by all the people, will find its task of securing funds very much simpler in its competition with other groups.

Better Teachers

The adult class is not a captive audience. The adult comes because he wants to. Only one or two dull sessions without challenge by the teacher and/or the material will be enough to convince him that he can more profitably spend his time elsewhere doing what seems more important. He is a busy person. His job, not school, is his main business. At 25 or 30, working 40 hours a week, with family responsibilities, church associations, social activities, and numerous other obligations, the little time he has for education, he must invest wisely. If the teacher does not give him what he expects, he will not continue. Often he is discouraged and never returns.

One teacher in an extension class in sociology said, "For the first three or four sessions in each of my classes the mortality was high, but after that the students who remained really got something and always had good marks at the end."

A high school teacher of Latin, with a city-wide reputation of so many passing with high marks and doing well in college, attained that record by making the work at the beginning of the semester so hard and discouraging, her sarcasm bitter to all but those above average in ability, that they found all sorts of excuses to withdraw. Only the best remained and most of them would have succeeded in spite of the teacher.

The success of the physician is not measured by the number of his patients under the sod, nor the lawyer's by the cases lost. So the teacher's success should be measured not by those who drop or fail, but by the proportion of those who remain and succeed.

To keep the adult coming time after time, one must sense what the student wants, and what he wants is far more important than what the curriculum demands. The teacher must be inspiring. Teaching can never be routine. It is hard work, yet in some respects it is easier than regular class teaching, for those who enroll are there because they want to be and they are interested. That is a real motivation and is not often found in other teaching. There are other characteristics of the adult class which can make the teacher's task easier or more difficult. There is, for example, the wider range of individual differences, yet on the other hand, the wider experience of the adult and his maturity make him more stimulating in such courses as

(Continued on page 28)

a Sensation when Introduced

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The Campbell Kid in School

The roly-poly little Campbell Kid has been a favorite of mine since I was a child, and no doubt small children today like the rosy-cheeked, white-aproned chef as well as I did. Teachers could capitalize on his popularity by making him an object lesson in Geography and Economics. My authority is from *The Exchange* magazine, January, 1955, published by the New York Stock Exchange, in which W. B. Murphy, president of the Campbell Soup Company, writes an article called "The Campbell Kid Comes to Market."

"What goes into a kettle of soup?" Mr. Murphy begins. "If the soup is being made in the Camden Kitchens of the Campbell Soup Company there will be: baby lima beans from the Eastern Shore of Maryland, okra from Georgia, specially grown tomatoes from New Jersey, crisp white celery from Michigan, potatoes from Maine, onions from California, and special French-type carrots, once grown only in the Chantenay district of the Loire. And for flavor: mace from the Banda Islands, cayenne pepper from Mombasa in Kenya, East Africa, dill from Assyria, cumin from Malta, aromatic peppers from the Malabar Coast of India, and cinnamon from Ceylon."

The geography class which found these places on the map, with possibly an exhibition of the articles brought from the home pantry, and perhaps a dressed-up doll for the Campbell Kid himself, would see for itself the necessity of trade with foreign countries.

"Trade not Aid" as a slogan would mean more, and tariffs would take on a new significance. And if the boys and girls wanted to go into the realm of high finance and capitalization of American industries, they might like to read "The Campbell Kid Comes to Market," meaning the stock market, as it only recently concluded its history as a concern owned by only one man and has started offering the public a chance to buy shares of stock in its corporation. What could be a better object lesson in problems of labor and capital, supply and demand, foreign and domestic industry than the Campbell Kid?

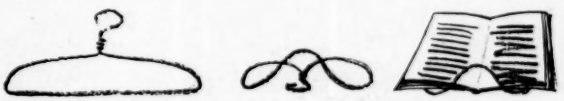
Louise Hovde Mortensen
705 Polk Blvd.
Des Moines 12, Iowa

ART

Did you ever try letting the children paint to music? Gives nice movement and rhythm and interesting effect of line and color.

A BOOK RACK

A wire coat hanger makes an excellent book rest. Bend the center part up. Bend the larger part back and down. Insert the book in the slot as shown below. The book will stand up and stay open. It looks nice on a reading table, on a shelf, or in a display case. It is useful to show off a new book or to exhibit an article that contributes to a current interest.



AN ART GALLERY

One group of children returned from the art gallery with ideas of having gallery of their own.

They drew pictures, gave them titles and they hung them about the room similar to the display they had seen at the galleries.

Each child gave his picture a title. The pictures were numbered. A directory was prepared listing the pictures by number together with the title and the name of the artist.

A committee from an adjoining room served as judges. The judges awarded ribbons and guests were presented with a directory for viewing the exhibit.

From "Ideas Worth Sharing"
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Primary Factors in the Critical Situation Facing American Education

1. **Tremendous Yearly Increase in Pupils.** The increasingly high birth rates of the late 1940's and the 1950's, with those pupils, now and in the future, bursting the seams of available schoolhouses in constantly increasing numbers, with the flood-tide of pupils pushing upward to the next level each year.

2. **Too Few Teachers.** The very low birth rate of the 1930's, from which we must now try to obtain the large number of *additional* teachers needed to staff the increasing number of *new* school buildings needed each year—as well as to try to supply more trained personnel to meet the increasing demands of business, industry, research, and the other professions.

3. **Too Little Money.** A smaller percentage of all the national income allocated to education in the U. S. today, a percentage that was inadequate even at its highest point (4%) during the depression of the 1930's. (The yearly average federal expenditure for foreign aid, as well as that planned for highways each year, exceeds the total of all yearly expenditures for the education of *all* the 31 million elementary and high school pupils in the U. S.)

4. **Too Few Schoolhouses.** The failure to build new schoolhouses and to maintain and expand existing structures during the decades 1929 to 1949, due to a depression and a war, and now the herculean task of trying to provide shelter for the ever-increasing numbers of pupils crowding into the elementary schools, and very soon into the high schools and colleges. (Since the population of the U. S. is *increasing* at the rate of 300 per hour, we must provide one *new* school building and 10 *additional* teachers every hour of every day, year after year for perhaps a quarter of a century!)

5. **Phenomenal Increase in Knowledge.** A constantly and rapidly increasing body of knowledge, skills and understandings resulting from techno-scientific as well as socio-politico-economic developments and advances, with a consequent demand for much more education and better training for a much larger percentage of the population, in all occupational areas and at all school levels.

6. **Teaching Is a Profession.** The failure to recognize teaching and teacher-education as an important and high level profession based upon research, socio-educational philosophy, the science of the psychology of teaching and learning, and upon a vast body of accumulated knowledge based on tabulated, documented, and analyzed experiences in teaching, beginning about 1908, but having its genesis in the first half of the nineteenth century—a failure that has resulted in (a) relatively low salaries and status for teachers, (b) the constant drainage of thousands of able teachers into other occupations, and (c) the consequent inability to attract sufficient numbers of able young students into the teaching profession.

Epigram and a Warning. Education is the very cornerstone of American democracy, and civilization is a race between education and catastrophe. Where our schools are concerned there must be no halt to progress, for the empires of the future will be the empires of the mind. And our schools are cast in the image of their teachers!

J. Hartt Walsh

Getting Ready for Grade Four

(Continued from page 10)

children who can profit by intensive teaching and providing special help in the regular classroom for those who need it is the essential service to be performed by teachers in getting children ready for grade four.

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NEW BOOKS

Publications Related to Special Education

Teachers often wish they could draw on others' experience to help find answers to some problems which they encounter in their day-to-day experience as a teacher of exceptional children. One excellent way is to refer to books by people who have had outstanding opportunities to work with these pupils. Here are two such recent publications:

EDUCATION AND HEALTH OF THE PARTIALLY SEEING CHILD, by Hathaway, Winifred. Third Edition. Columbia University Press. New York: 1954, 1 + 227.

"Education and Health of the Partially Seeing Child" is a third edition of a text that has been monumental in the education of children with a visual handicap. It has been the standard text used in teacher training institutions having programs for teachers of exceptional children.

It is estimated by the author that 68,000 children in the United States are in need of special educational help because they are partially sighted, while only 8,000 have special educational facilities provided for them. The school systems that are making such provisions are chiefly those in the larger urban areas; little attention is given to the partially seeing child in small communities and in rural areas. The long-range goal is to provide the necessary facilities in all areas. States best equipped to provide programs are those having a per capita appropriation for this purpose, and a state department of special education with administrative and supervisory personnel adequately prepared to formulate and to put into operation a program offering the best possible results.

The author stresses the need for all teachers to have an understanding of visual defects so that adaptations can be made in the regular classroom. Considerable emphasis is placed on the fact that partially seeing children should remain in the regular class with their non-handicapped peers and be helped with class work requiring close use of the eyes in a specially equipped classroom.

The present edition dealing with educational procedures appears to be unchanged from previous editions. No attention is given to the pros and cons of visual and auditory aids, such as movies or television, which are now used to a considerable degree in the regular elementary school classroom. The author devotes only one paragraph to the fact that some partially seeing children have accompanying handicaps of mental retardation or a physical handicap other than the visual problem. No mention is made of desirable programs for these children or consideration given to vocational training for the development of these children as contributing members of our society.

EVALUATION AND EDUCATION OF THE CEREBRAL PALSIED CHILD, by Hopkins, Thomas W.; Bice, Harry V.; Colton, Kathryn C. International Council for Exceptional Children, Washington, D. C. 1954. Forward by Winthrop M. Phelps, M.D. V + 114.

"Evaluation and Education of the Cerebral Palsied Child" is the most comprehensive study dealing with this type of exceptional child made in the United States.

The study of 1406 cerebral palsied children in New Jersey between the years 1936 and 1951 makes the study statistically significant. The reader must bear in mind however, that information gathered during the early years would be inadequate according to present day standards. Many more psychological examinations were given to the children born during more recent years, consequently test results for 992 children are reported in many sections of the book. Further, medical classification of children with cerebral palsy has been modified considerably since 1936. It is not reported whether medical authorities made a reevaluation of the children born in the late thirties to conform to classifications used today.

Interpretation of the present data by the authors indicate that there are in the literature many confusing and contradictory statements which have been quoted by workers in the field. The New Jersey study indicates that of the 1406 children studied 45.9 percent of the group were spastic, while 23.7 percent were athetoid. It will be recalled that earlier studies indicated that both the spastic and athetoid groups constituted about 40 percent each of the entire cerebral palsied population. Again, this information may be due to a newer medical classification.

The authors point out that severe visual defects ranged from 20.4 percent in the athetoid group to 42.7 percent in the ataxic group. Twenty-seven percent of 1297 cerebral palsied children had marked visual deficiency. Hearing defects were not as pronounced. It was noted that 13.3 percent of 1293 had a marked hearing loss. The athetoid had the greatest incidence, having 22.6 percent of 328 children with a pronounced loss.

Speech defects were found to be much more prevalent. Sixty-eight percent of 1224 cerebral palsied children had speech deficiencies to such a degree that special speech help was needed. Those children classified as spastic had the lowest incidence of speech deficiency, with the rigidity group next, followed by the ataxic and athetoid children. The percentages were 52.0, 72.2, 85.3 and 88.7 respectively.

Results of psychometric tests indicated that nearly 50 percent of 992 children had intelligence quotients of 70 or below and that slightly over a quarter of the group had an I.Q. of 90 and above. When test results were tabulated according to medical classification, the children in the ataxic group were found to be most frequently below 70 I.Q. Seventy percent of the 86 children in this group were mentally retarded, two-thirds of the rigidity group were below I.Q. 70. The spastic and athetoid groups had 44.1 percent and 40.9 percent of the children below 70 I.Q. respectively.

The authors contend that approximately 15 percent of the children in their study presented testing problems that were difficult in an extreme degree. "Results of greater predictive value were obtained with the remaining 85 percent. They are valid in the sense that they provide the information that is needed to plan pertinent educational procedures; a beginning can be made in the educational program."

A chapter is devoted to an analysis of cerebral palsied children enrolled in the A. Harry Moore School, a public day school in Jersey City. Ninety-nine children in the school were a part of the larger group. It is reported that the child's age at the time of entrance into the Nursery Class, Kindergarten and First Grade was about one and one-half years over that of his non-handicapped peer entering similar grades in the regular school. The overageness at entrance increases to an average of two years and eight months in grades above the first.

Children are grouped in the Moore School as follows:

"1. Children who pursue the regular city curriculum are taught in grade groups.
2. Children who are found to be a year or more below their actual grade level are given special individualized instruction by an educational therapist in conjunction with their regular class work.
3. Children of normal or undetermined intelligence who are unable to succeed in grade groups are assigned to experimental classes for extended study. These classes are limited to twelve pupils each.
4. Slow learning children who are assigned to a modified program supplemented by a shop schedule in keeping with interests and abilities.
5. Mentally retarded children are assigned to a special class."

The Reviewer feels that this study makes a very real contribution to a relatively new and unexplored field. With the data at hand, the New Jersey authors have the beginning of a longitudinal study of cerebral palsied children which is so sorely needed.

Maurice H. Fouracre
Columbia University

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Phyllis Louise Benner was ordained into the ministry shortly after graduating from Andover-Newton Theological Seminary. She is now a Senior Missionary with the American Baptist Foreign Mission Society at Léopoldville, Belgian Congo, Africa. She left for her mission field in 1943 and during that time has studied one year in Brussels.

As a missionary she supervises a church of 1000 members, a school of eight pupils and a dispensary serving an area of 20,000 people. Among many other duties, Miss Benner gives lessons in theology to the native pastor, plans and writes a major part of the school curriculum, teaches the teachers, and even cleans and repairs the church organ. She uses three languages, French, Kikongo and Lingala, in her work.

Her hobbies are reading (murder mysteries for relaxation), making her own clothes, cooking and collecting stamps.

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Recent Observations in the Field of Audio-Visual Education

Although Audio-Visual teaching has come of age, it offers no cure-all for the problems confronting the teacher in the classroom. Too often in the past these valuable teaching aids have been indiscriminately used in the educational process. They have often been wrongly regarded as ends, rather than means, in learning. We now know that when these devices are used with temperateness, insight and judgment they form an excellent means by which the quality of teaching and learning may be improved. To understand and appreciate the re-evaluation which has taken place in this field, both in its theory and its practice, one need only to compare the revised edition of Dale's "Audio-Visual Methods in Teaching"[1] with the earlier (1947) edition by the same author.

It is well known that seeing and hearing are two major ways and means by which human beings learn. In this connection audio-visual aids, when related to the curriculum, form an important link in the learning process. The value and efficacy of these media in a wide variety of learning and teaching experiences have been firmly established. These aids, however, should not be promiscuously used for their sake alone. They should only be employed under certain conditions in a given situation because of their inherent advantages over other methods. Audio-Visual materials should be chosen wisely and can be used with great effectiveness only if teachers are intimately familiar with their individual advantages and the correct ways of using them. It is most important that teachers and administrators know not only the efficacy of these valuable teaching aids but also their limitations. It is only under these conditions, according to Dale, that Audio-Visual teaching can be truly productive.

In a recent issue of "Audio-Visual Communication Review" D. M. Silverstone[2] calls attention to the fact that far too many people still look upon the Audio-Visual Program in the schools as being completely divorced from the curriculum. He strongly urges that teachers should be completely familiar with all available materials and recognize their worth relative to the age-group level with which she is dealing. In his study he also found that many teachers were reluctant to use these teaching aids with the complaint that they only added confusion to the classroom. This clearly shows a need for training of teachers in the use of Audio-Visual methods. Silvertone further adds that there is far too much passivity and not enough activity in the teacher-student relationship in the classrooms of today. Children as well as adults welcome variety and challenge and need the type of teaching that will excite them toward participation in the learning environment.

One of the most widely used devices in the audio-visual library is the instructional film. This was extensively used in the training of military personnel during the war and is now widely used in educational institutions. A very complete report on the use and value of such films has been prepared by the personnel of the Special Devices Center of the United States Navy.[3]

This report not only summarizes interesting facts but also corrects some erroneous concepts which had been held by educators regarding the use of Audio-Visual aids. At the outset these researchers cite the frequently overlooked premise that the majority of American people look upon moving pictures, radio and television as a form of entertainment Since most people associate education with schools and disciplinary exercises, the two fields of entertainment and education are looked upon as being incompatible and even antagonistic as far as learning is concerned. Because of this inconsistency remedial measures must be taken to bridge this gap. This study sheds new light and makes sound recommendations for the avoidance of errors frequently committed in the use of films for the promotion of learning in the classroom.

As an illustration, the authors cite the case of a group of college-age students who showed a distinct preference for moving pictures as a supplemental aid, believing that these films promoted and benefited their learning. Achievement tests given to this group later, however, did not always show an increase in learning from these films. This is construed as evidence that a degree of interest on the part of students is not a sure indication of the amount of learning that may result from the mere showing of a film, however interesting and entertaining it might be to them. Further study disclosed that the role of the instructor was of utmost importance in learning situations in which Audio-Visual devices were employed. In general they found that a class which had a good teacher not only had a higher morale but the class members were alert and attentive to the matter being presented. This resulted in a higher learning rate as determined by subsequent tests.

From their findings it was found that the most effective learning was gained by the use of instructional films when the following conditions were observed:

1. The audience should be oriented on what it is going to see or a summary should follow presentation of the film.

2. The instructor should announce that a check-up test on learning will be given after the film has been shown.

3. The important points in the film should be repeated for emphasis if possible.

4. Conduct audience-participation exercises during or immediately following the film.

5. Inform the learner of how much he has learned.

The authors readily admit that in the majority of their tests the addition of films brought about an increased amount of learning in their subjects but they are quick to emphasize that the addition of the films itself is not a guarantee of greater learning by itself. Only when the recommended conditions noted above were closely observed was maximum learning greater under these optimum conditions but, interestingly enough, this learning was retained for a longer period of time. Of general interest to educators contemplating the use of films as a teaching aid the authors submit the following suggestions:

1. When necessary and desired learning is dependent upon a background of experience possessed to only a slight degree by the student, the advantage of the film over other media, especially for rapid mass instruction, may be most efficient.

2. If motion pictures are to teach they must be made tools of teaching rather than examples of motion picture art.

3. The actual influence of a given film is frequently less than its anticipated influence.

4. If the effectiveness of motion pictures in instruction is to be increased, improvement must be made by all involved in the making and presentation of them.

Prior to this study it was assumed by many people that a motion picture provides a common experience to all who view it. The experience is only common in that the audience is sharing a film but, more important, the content has a different meaning to most of the viewers. This individual difference in meaning influences the learning of the various subjects in different ways and degrees. The influence of the film is directly related to the content and subject matter, the psychological make-up of the members of the audience and the social and instructional characteristics of the situation in which the film is presented. In this connection the study lists ten major principles of film influence which the authors found to be closely interrelated:

1. Films have greatest influence when their content reinforces and extends previous knowledge, attitude and motivations of the audience.

2. The influence of a motion picture is more specific than general.

3. The influence of a film is greater when its subject matter is directly relevant to the audience reaction that it is intended to influence.

4. Reactions to a film vary with most of the following factors: film literacy, abstract intelligence, formal education, age, sex and previous experience with the subject matter.

5. The influence of a film is primarily in the strength of the visual presentation and secondarily, in the narration or commentary. It is relatively unaffected by slickness of production as long as the meaning is clear.

6. An audience responds selectively to a film, reacting to those things which it finds familiar and significant in the context in which the action takes place.

7. Individuals respond to a motion picture most effectively when the pictorial content is subjective for them.

8. Rate of development influences the instructional impact of a motion picture on its audience.

9. Established instructional techniques, properly incorporated in the film or applied by the instruction, substantially increase the teaching effectiveness of the film.

10. The leadership qualities of the instructor affect the efficiency with which his class will learn from the film.

In a recently published book (1953) Wittich and Schuller evaluate the use of audio-visual teaching aids in the classroom. They justify the use of these materials only when greater interest, reality, vividness and learning result from their use. The type of material employed and its efficacy must be evaluated in terms of learning outcomes. Hence it is desirable that following each audio-visual experience the teacher and pupil evaluate what happened during the presentation. These writers advocate that sound audio-visual practice should always include careful selection, preliminary planning, and a discussion following the presentation. They further add that the most effective use of these materials is attained only when they are selected and used in terms of their known value in creating or re-creating realistic and interesting experiences. Only by carefully observing the sound principles uncovered through research can educators avoid the errors and pitfalls associated with audio-visual teaching of the past.

R. F. Mitchell
Boston University

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Adult Education . . .
(Continued from page 20)

literature, political science and history. But his maturity and experience must be reckoned with in the planning and teaching, for the teacher cannot present the subject as he would in a day school class entirely new to the subject.

Although the same fundamental principles of teaching and learning apply to young and old, there are important differences. There can be no "busy" work. There can be no marking time. No matter how important the subject is to the teacher, it goes for little unless the adult feels it important for him. Everything must be justified. Everything must be purposeful.

For the teacher to associate with adult minds, for him to have the challenge of quite a different teaching experience where he is more leader than teacher, will leave its mark upon his day to day teaching.

A Better Community

Little need be said here, for DePaul is an example of what adult education can do. Fundamentally, the community is changed as its citizens are changed, and continuing education beyond the twelfth grade can be as important as earlier education in the life of the community. Adult education provides the opportunity for one to improve his job skills or prepare for a new one. It can have an important influence on the home. It can improve the reading habits and cultural levels of the people. It can increase the common concern for the community's welfare.

Education has for so long been regarded as something that takes place during childhood and adolescent years, that that seems the only logical place for it. It has been assumed that if one is well schooled in his early years, he will be prepared for all the 50 or more years that lie ahead.

In the small high school I attended, there was this motto in large green letters high above the blackboard in the study hall: "Not for school, but for life." It was interpreted that if we worked and studied hard, we would be prepared for all emergencies that might arise after our school days were over. That, of course, was false, for even the college graduate today has to continue. The Bar Associations have continuing education programs for their members. The American Academy of General Practice, three years ago, dropped nearly five hundred from its rolls because they had not kept up their postgraduate program requirements.

Adult education is no longer considered primarily remedial education, an opportunity to make up for what was missed in one's earlier schooling. It is as essential for those who have had much schooling as for those who have had little. In some respects it is a much wiser investment. It might almost be said, adult education is important even for survival. In the days when sound and picture can ride the airways and reach almost instantaneously any point on the globe, when the airplane can span the continent in three hours, and when one properly placed bomb can destroy a city of millions in seconds, when science can help us to remake the world or to destroy it, it is important that we continue to learn. There are many agencies with a concern for continued learning, but none so close to the people as the public schools. They have opportunities, responsibilities, and challenges.

Evaluative Criteria . . .
(Continued from page 14)

16. **INDIVIDUAL DIFFERENCES** — Does the instructor "gear" his or her teaching to the class and provide for individual differences, e.g., in ability, training, background, physical condition, interests, etc.?
17. **ROUTINES** — Are classroom conditions satisfactory with respect to seating, ventilation, light, heat, supplies, etc.?
18. **INTEREST AND RAPPORT**—Does the classwork hold pupil interest? Is there a desirable student-teacher relationship?
19. **DISCIPLINE**—Is there desirable pupil self-discipline, and evidence of desirable social control in the pupil group?
20. **KNOWLEDGE OF SUBJECT** — Does the instructor evidence an adequate knowledge of the subject he or she is teaching?

SPEAKING FACTORS

21. **POISE**—Is the instructor poised and free from the influences of self-consciousness and stage fright?
22. **PHYSICAL ACTIVITY AND ENERGY**—Does the instructor's posture and bodily action help his teaching? Does he avoid harmful and distracting physical mannerisms? Is he physically alert and energetic?
23. **VOLUME**—Does the teacher speak loudly enough for all to hear, yet not too loudly for the classroom situation?
24. **VOICE QUALITY**—Is the voice quality pleasant?
25. **EMPHASIS**—Is effective use made of vocal inflection and emphasis? Does the instructor avoid the monotone and recurrent pitch pattern in the classroom?
26. **DICTION**—Are pronunciation, articulation, grammar, and word choice correct within reasonable limits?
27. **VOCALIZED PAUSE**—Does the teacher keep the vocalized pause ('ah,' 'er,' 'uh,' 'and-s,' etc.) under control?
28. **FLUENCY**—Does the instructor speak fluently without awkward pauses and unnatural phrasing?
29. **CONVERSATIONAL SPEECH** — Does the instructor evidence a sense of communication—a conversational speaking quality?

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